



THE  
WESTCLIFFE  
FEDERATION

# St Andrew's CE Primary School



## Accessibility Plan

### Contents:

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[Aim of the Accessibility Plan](#)

1. [The Accessibility Audit](#)
2. [Planning duty 1: Curriculum](#)
3. [Planning duty 2: Physical environment](#)
4. [Planning duty 3: Information](#)

## **Aims of the Accessibility Plan**

This plan outlines how St Andrew's CE Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

## The Accessibility Audit

The governing board will undertake a regular Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

**[Please note that the actions in the tables below are examples only. You must amend the content of the tables to reflect your school's actions.]**

## Planning duty 1: Curriculum

	Target	What	Who	When	Outcome	Review
<b>Short term</b>	Ensure the curriculum is accessible	Audit of the curriculum	Headteacher, teachers, SENCO	½ Termly	Management and teaching staff are aware of the accessibility gaps in the curriculum	Spring 2025
	Continue to ensure staff members have the skills to support pupils with SEND	CPD provided to staff members Training for teachers on differentiating the curriculum	Headteacher, external advisors, SENCO	½ Termly	Staff members have the skills to support pupils with SEND	Spring 2025
<b>Medium term</b>	School trips take into account pupils with SEND	Needs of pupils with SEND are incorporated into the planning process	Teachers, SENCO	Termly	Planning of school trips takes into account pupils with SEND	Spring 2025
	To regularly review intervention programmes	Review intervention programmes	Headteacher SENCO Teachers	Annually	Intervention programmes are tailored to bridge gaps or ensure accessibility for all	Spring 2025

<b>Long term</b>	Pupils with SEND can access lessons and our curriculum reflects a diverse view of the world, where disabilities are accurately represented	Ensure curriculum is diverse and accurately representative of all disabilities	Headteacher, Teachers, SENCO	Termly	Pupils with SEND can access lessons	Spring 2025
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## Planning duty 2: Physical environment

	Target	What	Who	When	Outcome	Review
<b>Short term</b>	Management to ensure the school's physical environment is accessible	Audit of physical environment	Headteacher SBM	Termly	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Spring 2025
<b>Medium term</b>	Learning environment of pupils with visual impairments is accessible	Incorporation of appropriate colour schemes	Headteacher SBM	Autumn 2022	Learning environment is accessible to pupils with visual impairments	Spring 2025

	Toilets are accessible	Handrails installed	Headteacher SBM	Autumn 2022	Access to toilets is increased	Spring 2025
<b>Long term</b>	Children with physical disabilities can access school buildings and evacuation procedures are accessible for all	Regular review	Headteacher SBM	Autumn 2022	School buildings are fully accessible	Spring 2025

### Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Management staff know whether school information is accessible or not	Audit of information and delivery procedures	Headteacher SENCO	Annually	School is aware of accessibility gaps to its information delivery procedures	Spring 2025
	School knows how to make written information accessible	Schools seeks advice from external advisors	SENCO	Termly	School is aware of local services for converting written information into alternative formats	Spring 2025

<b>Medium term</b>	Assessments are presented in accessible ways including additional time given, large print or scribe	Provide written information in alternative formats	Headteacher SENCO Teacher	Termly	Written information is fully accessible to children with visual impairments	Spring 2025
<b>Long term</b>	School website is accessible to children with SEND	Audit of website	Headteacher SBM SENCO	½ Termly	Website is fully accessible	Spring 2025